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ABSTRACT

This guide is intended for teachers of modern languages planning to individualize their instruction. Materials include suggestions for classroom management, and the role of the teacher and the responsibility of the student for the success of his learning program are defined. A format for creating learning activity packets will assist the teacher who wants to write programs for personalized instruction. Appendixes contain: (1) a rationale, (2) examples of testing, (3) optional activities, (4) charts, and (5) examples of behavioral objectives. A bibliography is included. (RL)

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GUIDELINES FOR IMPLEMENTING INDIVIDUALIZED INSTRUCTION IN FOREIGN LANGUAGES

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May, 1973

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The schools are committed to helping all boys and girls develop the competencies required for active participation in the American way of life. This premise is the foundation for the tenets of the philosophy of the Corpus Christi Public Schools:

- We believe the schools exist primarily for the benefit of boys and girls of the community they serve. Therefore, the schools should provide an educational program to meet the individual needs of every student.

- We believe the curriculum should provide broad subject matter areas and educational programs within which the principal, the teacher, and the student have latitude and discretion.

- We believe the curriculum should be effective as a means of continual child growth. Therefore, constant evaluation, adaptation, and development of the curriculum is necessary.

- We believe an organized program of teaching and learning is essential for pupils to learn directly from valuable experiences and to develop a sense of belonging through opportunities provided in the total process.

- We believe pupils should learn that certain duties and responsibilities go with the privileges they enjoy in our democratic community, state, and union.

PREFACE

This guide was researched and written in order to give teachers suggestions for implementing individualized instruction in foreign language classes.

The materials in this resource guide include suggestions for classroom management. The role of the teacher and the responsibility of the student for the success of his learning program are defined. A format for creating learning activity packets will assist the teacher who wants to write programs of personalized instruction for students of modern languages.

Venita Booth
Consultant, Foreign Languages

May, 1973

"Doubts are traitors and make us lose the good
we oft might win by fearing to attempt."

Shakespeare

TABLE OF CONTENTS

CHAPTER — Page

I. INTRODUCTION 1
- Statement of Problem
- Purpose
- Delimitation
- Definition of Terms

II. REVIEW OF SELECTED LITERATURE 5
- Components of a Learning Activity Packet
- Classroom Structure

III. IMPLEMENTING INDIVIDUALIZED INSTRUCTION 15
- Implications of Individualization
  - Teacher's role
  - Student's role
- Classroom Management
  - Whole Class
  - Small Grouping
  - Discipline
  - Classroom Facilities
  - How and Where to Begin
  - Record Keeping
  - Evaluation and Grading
- Writing a Packet
  - Preparation
  - Scope and Sequence
  - Cover
  - Components of a FLLAP

IV. SUMMARY, CONCLUSION, RECOMMENDATION 31
- Summary
- Conclusion
- Recommendation

BIBLIOGRAPHY 33

APPENDIX A Examples of a Rationale 34

APPENDIX B Examples of Testing 36

APPENDIX C Optional Activities 47

APPENDIX D Facilities in Classroom (charts) 54

APPENDIX E Examples of Behavioral Objectives 56

CHAPTER I

INTRODUCTION

Statement of Problem

Few textbooks have been written for individualizing instruction in foreign languages. The teacher or school district that wishes to provide personalized instruction for a student or for a group of students must prepare teacher-made learning units. Also, the gap between the theory and practice of individualizing foreign language instruction and the dearth of individualized study units available from other school districts necessitated this research for devising a format to be used by foreign language teachers in the Corpus Christi School District.

Purpose

The purpose of this research was to provide teachers with a format for implementing individualized instruction in foreign language classes.

Delimitation

This study was delimited to the implementation of an individualized instruction program in foreign language by presenting a format for the creation of teacher-made units called Foreign Language Learning Activity Packets, FLLAPs.

The paper discussed the teacher's role, the student's role, the components of a FLLAP, class management, classroom facilities, testing

and evaluating, optional learning facilities, and the function of behavioral objectives.

The paper did not include instructions for writing behavioral objectives nor present a philosophy and function of individualized instruction. The author assumed that teachers already had a theoretical knowledge of individualization.

Definition of Terms

For the purpose of this research, the following terms were defined:

Affective Domain: Affective domain refers to those actions associated with emotions, feelings, and internal processes, reflected by interests, appreciation, understanding and adjustment.

Behavioral Objective: The behavioral objective states in specific terms what the learner will be able to do as the result of the instruction he receives.

Class Management: Class management refers to the organization of student activities within the classroom to teach the four skills of speaking, listening comprehension, reading, and writing.

Code-cognitive: The code-cognitive is an approach for teaching the four foreign language skills simultaneously so that students may understand the reasoning underlying concepts.

Cognitive Domain: The cognitive domain in Bloom's taxonomy of behavior refers to behavior changed by knowledge gained, comprehension, application, analysis, syntheses, and evaluation: intellectural skills.

Facilities: Facilities are the arrangement of furniture and physical

properties in a classroom to facilitate academic achievement.

Hardware: Hardware is the term applied to tools, equipment, tape recorders, language laboratory, audiovisual equipment, and listening centers.

Individualized Instruction: Individualized instruction is the organization of instruction to give the student flexibility in the learning process.

Independent Study Project: An independent study project is the "in-depth" study of some phase of the study unit which the student chooses for his own self-development and which he pursues to a point where it satisfies his curiousity or need at the time.

Learning Packet: A learning packet is an organization of materials, activities, and resources for individualizing a unit of study.

Mastery Test: The mastery test measures the standard of achievement a student has made on his objectives.

Multi-media: Multi-media is the variety of information and stimulant sources available to the student to enable him to perform his optional activities.

Optional Activity: Optional activity is the means the student chooses to achieve his objective.

Pre-test: A pre-test is a diagnostic instrument to determine what a student already knows.

Rationale: The rationale is an explanation, written in the student's language of what, why, and where this FLLAP fits into the total program.

Scope and Sequence: Scope and sequence is a check list of necessary skills and concepts to be taught in each learning unit for each foreign language.

Self-test: A self-test is an instrument that measures the student's progress in achieving objectives of the FLLAP.

Small Group Interaction: Small group interaction is an organization of five or less students to give them an opportunity to communicate in the target language.

Software: Software consists of special resources such as manuals, textbooks, tapes, transparencies, and other expendable materials that the student may use.

Success Criteria: Success criteria is defined as the standard to which the required behavior must be performed.

CHAPTER II

REVIEW OF SELECTED LITERATURE

Components of a Learning Activity Packet

As teachers begin to individualize instructions in foreign languages, the need for the follcwing was realized:

a way to let students know what they needed to learn

a way to let students know how they could learn it

a way for students to evaluate their cwn progress

The follcwing were developed in order to answer these needs:

a scope and sequence in each discipline;

tests to determine which skills and concepts the student already possessed

lists of various materials and methods by which students could learn

evaluative methods by which students could judge their cwn progress

evaluative methods by which teachers could judge student progress.[1]

Educational instruments designed to meet the criteria specified by individualized instruction were called learning kits, learning packets, and teaching devises. Such an instructional student-teacher guide is the Learning Activity Packet (LAP), a systematic mangerial technique for developing, planning, implementing and evaluating the instructional program.[2]

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[1]Kenneth T. Smith, A Lap on Writing a Lap, (Fort Lauderdale, Florida, Broward County Board of Public Instruction, November, 1969) p. 1.

[2]James Lewis, Jr., Administrating the Individualized Instruction Program, (West Nyack, New York: Parker Publishing Company, 1971), p. 13

The LAP, by providing for the selection from a variety of learning opportunities through media, resources, equipment, and activities, permits the student to make decisions for his education by choosing from a variety of situations directed at some specific objective.[3] If LAPs are recognized as tools for the learning process rather than as the full implementation of the teaching process, they will not diminish the personalized and humanized relationships between teacher and learner, the essence of individualization.[4]

Rational of the LAP

A rational explains the purpose for learning the subject matter and delineates what the unit is about and why the student should learn the material. Short and easy for the student to comprehend, the rationale is written in a student's language and states specifically what the student is to learn.[5]

Basically, there are two methods or styles for writing a rationale. These are:

I. The Terse Method Approach, which is free of long involved descriptions, verbosity, or educational jargon, consists of a brief and succinctly worded statement of purpose indicating what the lesson is and why it is to be learning. (See Appendix A for example.)

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[3]Nova Schools, From "Sitting" to "Doing" the LAP (Fort Lauderdale, Florida; Broward County Board of Public Instruction, 1971), p. 2.

[4]John F. Bockman and Ronald L. Gougher, "Individualized Instruction" Foreign Language Annals, Vol. 6, No. 2, (December, 1972), p. 253.

[5]Smith, op. cit., p. 6

II. The Introductory Method Approach provides a comprehensive method for introducing a statement of purpose to students and consists of one or several paragraphs. The introduction is first presented to the student, followed by a statement of purpose that delineates the "what" and "why" of the learning activity packet. The introductory statement is meant to whet the appetite of the student so that his incentive to complete the unit is increased.[6] (See Appendix A)

Behavioral Objectives:

Behavioral objectives must be stated in terms of observable performance so that the goals may be adequately evaluated. The three basic components of the cognitive domain must be included: conditions under which performance is made; performance is specifically delineated; minimum standards are stated.[7]

Behavioral objectives emphasize the product of learning rather than the activity of learning. Learning activities then exist to produce certain learning results and activities are not sacred in themselves. In the past teachers have been trained to think in terms of activities and not in terms of learning outcomes.[8]

Behavior can be various performances such as: a series of steps, stating a fact from memory, learning a concept, or being able to pronounce sounds of the target language. Behavior is what the learner

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[6] Lewis, op. cit., pp. 64-65.

[7] Ibid. p. 40.

[8] Florence Steiner, "Teaching Literature by Performance Objectives," Foreign Language Annals, Vol. 3, No. 4, (May, 1970), p. 307.

does, how he does it, and the result of this action. Conditions are the clearly stated "means" to some demonstrable "end" and can be categorized as the hardware and software utilized in accomplishing the performance specified in the objectives.[9]

Multi-optional Activities

After the student has received his learning activity packet and has agreed to seek to attain the performances and to the success criteria specified, he is then given a choice of activities to do in order to achieve the desired behavior. These optional activities may be performed along, in small groups, or with a partner, whichever activity will expedite the learning process.

In developing options for learning activities, the teacher must make explicit instructions in delineating what the student is to do. If certain activities are required, they should be so stated and developed to aid the student in reaching the behavioral objectives.[10] There should be a variety of options for teaching foreign language skills. For comprehension skills, the student may choose to listen to tapes in the learning center, or he may choose to work with a partner who will speak in the target language. For speaking skills, he may repeat in the pause spaces of a conversation, or he may interact with several students in a small group using the target language.

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[9] Nova Schools, op. cit., p. 4.

[10] Lewis, op. cit., p. 97.

For each skill, the learner has the option of choosing activities which will help him to attain his standard of achievement. The student may be offered a visual model of the concept to be learned and be asked to teach it to a student partner thereby learning the concept himself. He may use a prepared tape or cassette, a section of a text or workbook, a chart, a filmstrip, or a piece of hardware.[11]

Testing

There are three types of tests: pretest, self-test, mastery tests. To determine what is already known and what remains to be learned, a pretest may be given to students in advanced classes to ascertain what they already know and to prescribe learning units that will bring them to the level of achievement required by the course in which they are enrolled. A pretest permits the learner to concentrate his efforts on concepts that he does not know and on perfecting skills, thus mitigating the boredom that would ensue from restudying material previously mastered. Beginning foreign language students do not take a pretest.

When the student feels that he has attained the objectives prescribed, he may take a self-test. This gives him insight into his ability to meet the objectives of the study unit. He is appraised of how well prepared he is, in which area he is weak, and in what direction he must continue to study and perform until he is competent. Then, recommendations for continued study can be made in the form of recycling activities which simplify instruction and encourage the student to acquire the performance expected of him.[12] After the

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[11]Anthony Papalia and Joseph Lampogna, "An Experiment in Individualized Instruction through Small Group Instruction," Foreign Language Annals, Vol. 5, No. 3, (March, 1972), p. 303.

[12]Nova Schools, op. cit., p. 5.

learning activities have been completed and the student feels that he has attained his objectives, he may take the teacher-made mastery test.

Mastery testing, based on items in behavioral objectives, indicates the standard of success achieved by the learner. If the student meets the success criteria, he chooses an independent project or proceeds to the next unit of the FLIAP.[13] (Examples of testing based on objectives will be found in Appendix B.)

Independent Study Project

For further study utilizing the targe language, the student may choose an independent study project to synthesize skills learned during knowledge and comprehension acquisition. He decides how he wants to demonstrate his control of the language and uses this interest to gain more knowledge while exercising his creative and organizational powers.[14] He decides how he will investigate the project: alone or with others, through reading, interviewing, observations, experimenting, creativity, or invention. He follows the project to the point where his curiosity is satisfied. Then he reports his progress to the class, to the teacher, or to others who are interested.[15] The independent study project influences the affective domain of behavior and should result in an attitudinal change toward some aspect of the country or language being studied. (See Appendix C for suggestions of activities.)

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[13] Papalia and Lampogna, op. cit., p. 13.

[14] Gaynor Peterquin, Individualizing Learning Through Modular Flexible Programming, (New York, N.Y. McGraw-Hill, 1968)

[15] Ibid, p. 56

Classroom Structure

Role of the Teacher

In an individualized program the role of the teacher has changed from the source and dessiminator of knowledge to a stimulas for learning and a guide to many sources of information.[16] The teacher has moved from the front of the classroom to the side of the learner who seeks help. As a guide in the student's quest for solutions, the teacher provides for many short conferences with individuals or small groups, diagnoses needs and discusses appropriate learning activities.[17]

In a foreign language classroom the teacher directs the learning process by:

> making all of the materials available as the student is ready for each activity
>
> guiding the student's progress to attain his objectives
>
> evaluating his achievements
>
> explaining the grammar and unusual constructions
>
> drilling for correct pronunciation and intonation
>
> counseling those who need additional motivations
>
> presenting supplementary cultural activities to enrich the appreciation of the heritage of the country whose language is being learned.[18]

The dual role of the teacher as a supervisor of learning activities and as a stimulator of academic excellence has necessitated a concommitant expansion of teacher competencies in the use of multi-

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[16]Ronald Gougher, editor, Individualization of Instruction in Foreign Language (Philadelphia, Center for Curriculum Development), 1971, p. 34.

[17]Nova Lower Schools "Individualized Instruction," Fort Lauderdale, Florida: (Browand County Board of Public Instruction, Nov. 1972) p. 4.

[18]Jean Marie Lopez, "Course Description for the Continuous Progress Program in Spanish," Foreign Language Annals, Vol. 5, No. 3, (March, 1972) p. 353.

media instructional aids, in the guidance of small group interactions, and in the continued maintenance of a cohesive class environment for oral activities as choral responses and practice, repetitions, dialogues and pattern sentences, and for promoting understanding and appreciations of the foreign culture. Training of students in the effective use of packets in individualized activities and helping students to become self reliant in the use of hardware have also altered the role of a teacher from that of lecturer-evaluator to educator-guide.[19]

Student's Role

No longer a passive receiver of information, the learner has assumed more responsibility in choosing activities that provide opportunities for the development and use of skills in the foreign language. After the student has become intellectually aroused and stimulated by reading a statement of the purpose for a packet, he initiates his own program for attaining specified objectives, what he is to accomplish in the learning program and to what standard of achievement. After he understands what and how materials are to be studied, the student must accept full responsibility for his learning.[20] In an individualized foreign language program, students develop skills in learning how to be adaptable and independent from constant teacher prodding.[21]

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[19]Allan Olson and others, "Individualizing Instruction in Seattle Public Schools, ERIC, Ed. 067 362, Nov. 1971, p. 174.

[20]Lewis, op. cit., p. 13,

[21]Allan, et. al., op. cit., p. 174.

Classroom Facilities

Space in the classroom is allocated on the basis of function. Facilities are provided for a audiovisual learning center of six carrels for individual listening, speaking and viewing activities. Students learn to opperate all the hardware: filmstrips, projector, record player, Du Kane machine, language master, tape recorder, overhead, film projector and cassette player.

Central in the room and easily accessible to all students is a container for student folders, learning packets, tests, and answer keys. A filing cabinet provides storage for folders, vertical file materials and learning packets yet to be used.[22] Tables for seminar and group work replace row chairs.

Class Management

Although the foreign language program is individualized, the teacher may present a grammatical concept to a large group, using transparencies or filmstrips, then either separates students into small groups for intensive oral practice or permits individuals to work alone at reading and writing skills. Vocabulary taught to a large group by flashcards, transparencies, or by oral definitions in the target language may be mastered in small-group interactions lead by a team-leader who uses the same instructional media. Dialogues may be presented in class-group choral performance and later role-played in in small-group or peer-partner arrangments. Small-group instruction

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[22]Robert Carter, Individualized Instruction with Team Teaching, Midland Public Schools, Midland, Texas, 1971, p. 8.

is effective when visuals present a situation for dialogue review or for extemporaneous conversation. Pictures depicting story sequences may be displayed to all groups simultaneously and each group interacts within its membership. A member of a group may show a visual for oral description by other group members. Questions may range in difficulty from "?Qué es?" or "Qu'est-ce que c'est?" or "Was ist das?" to more sophisticated questions and answers.[23]

To facilite group interaction the teacher may assign an advanced student to help on certain days of the week who then becomes a team-teacher or the teacher may assign a student in the group to be the team-teaching member. Thus, group work results in more individualized attention to oral skills and gives the team-member an opportunity to ask follow-up questions based on conversation sequences. This approach emphasizes the concept of group interaction to produce effective communication. Active participation is encouraged by frequent exposure to the target language via dialogue enactment and adaption, extemporaneous spaking, and listening comprehension. Students are less inhibited when called upon to react in small group situations.[24] A small-group arrangement is the ideal setting for free and open exchange of ideas among students in the target language. The teacher becomes a listener, consultant, observer, discussion leader, or general healer.[25]

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[23]Frank Otto, Individualizing Instruction Through Team Teaching, Other Words--Other Cultures, Northeast Conf., 1972, p. 141

[24]Ibid, p.

[25]Peterguin, op. cit., p. 38.

CHAPTER III

IMPLEMENTING INDIVIDUALIZED INSTRUCTION

Implications of Individualization

Faced with the reality of individualization, the foreign language teacher has posed several questions relative to the implications of a curriculum that emphasizes student-performance in a self-directed, self-paced instructional program. The teacher asks: What role do I play? What is the responsibility of the student? How do I start? When do I begin? Is a class-group completely dissolved? What is the arrangement of the room? If foreign language is communication, when do students interact if everyone is working on a packet? How does a student know what he is supposed to do? How and when do I test? How do I grade the student? How do I write a packet? Solutions to these problems determine the extent of success for a personalized instructional program.

The Role of the Teacher: An instructor does not abdicate leadership but remains the central key figure, who continues to model and supervise correct pronunciation through choral repetition, dialogs, and whole class activities, such as question-answer exercises, story telling and discussions on the foreign culture.

In other areas the role of the teacher is modified to that of a facilitator, a supervisor of learning activities who has moved from the front of the room to the side of the student who needs help, who counsels students who need additional motivation, trains them in the use of machines located in learning centers, who provides activities

for the student's progress in attaining his objectives. As students work as individuals alone, in pairs, or in small groups, the teacher is freed to help other individuals and groups with difficult concepts. Learning a foreign language is a cooperative venture in which learner and teacher share in the instructional progress.

The Role of the Student: The student assumes responsibility for his own learning by choosing activities that will enhance his progress to mastery of language skills. Knowing the performances expected of him at the completion of a packet, the student directs his own learning program. The responsibility of learning prescribed material, self-paced within a certain time limit, rests with the student's capacity to discipline himself in adhering to a time schedule set by himself. He assumes responsibility for self-testing and for deciding when he is prepared for a mastery test. If he fails the standard set in the objectives, he recycles the packet and chooses other activities and procedures for mastering the material.

Classroom Management

Students are not to think that a class will cease doing things together. Foreign language classes need teacher-student and student-student interaction to encourage use of the target language and to create rapport between teacher and class members. An informal, relaxed, yet disciplined atmosphere, conducive to the vocalization of strange sounds and new structures, eases the student's embarrassment from making errors. The class as a unit may have oral exercises for several minutes a day, or the class sessions may begin with short,

open conversations on a pertinent subject of the day: oral repetitions, viewing films, playing learning-games, singing songs, and discussing an aspect of the foreign culture. These provide whole-class activities. A small-group may be assigned to prepare a conversation on a given topic for presentation to the class as a group activity. Students may sepnd one-fourth to three-fourths of the class time working on a FLLAP and the other time in class- or group-work. A foreign language class should not dissolve into workbook sessions where individuals work alone on packets. Provisions must be made by the teacher for daily interaction in the second language, either in small-group activities or whole-class sessions, for students are social beings and need peer approbation and competition to spur them to perform at their highest level of excellence.

The teacher may present a concept using multimedia aids, then divide the class into groups for further oral practice. Students may work with a partner for communicative practice alone on writing and reading skills, listen to tapes and repeat, or view sound filmstrips according to his choice of activities.

Group Activities: Three functions of group dynamics are: first to establish and maintain social relations among students while they are learning communicative skills; second, to foster a climate for seeking information and acquiring knowledge; and third, for giving information. Activities that foster reciprocal seeking and giving of information include:

learning to make or do something
expressing one's reaction
hiding one's intentions

talking one's way out of trouble
problem solving
sharing leisure activities
conversing over the telephone
entertaining someone
displaying one's achievements
describing things visualized
teaching others

Other small-group activities that give students opportunities to use the target language are:

Using photographs, advertising, illustrations, visual stimuli, students take turns giving verbal descriptions of the visuals.

Role-playing: A radio announcer interviews a famous football team (which are members of the group).

Teaching others: One of the better students is asked to teach a specific drill, dialogue, poem to his own group. He then asks his star pupil to repeat the lesson.

Telephone call: One member of the group calls other members who decline his invitation to a tennis game, (knowing that he is a poor loser).

Twenty-questions: One member pretends to be a famous person. Other members quizz him with questions to be answered with "sí" or "no" (Qui, Non) (Ya or nein) until they discover his identity.

Teacher or team-leader of a group of advanced students present a dialog or story or situation. Questions on story content can be given by each member.

Through these types of activities students have opportunities for free communication and for expressing the student's own ideas. If students are to develop communication ability, they need practice in unguided, free-answer situations, much more than can be provided in teacher-centered classrooms where only one person talks at a time. Small-group arrangements facilitate free expression according to the level and ability of the students involved and enables them to progress

to more sophisticated control of the second language. Advanced students in the language may assist the teacher on several scheduled days a week to team-lead first-year students until they have gained a degree of control of structure. The advanced student can help the teacher to evaluate student achievement of pronunciation, intonation and enactment of dialog material. Expansion of dialog may lead to free-expression within the framework of a small group.

Conversation in a small group of friends helps to reduce the tension that learners feel when asked to speak a strange language. Talking in front of the teacher and the entire class can be a frightening experience for many students and inhibits their use of new, untried responses. In small groups, student fears of being wrong, of being laughed at, of displaying ignorance or inadequacies are significantly reduced. (For suggested group activities see Appendix C.)

Discipline: Discipline problems are not going to disappear; however, they may take a different form, becoming more in the nature of a personality problem which must be solved individually. Students who were previously troublemakers because they were not being sufficiently challenged may turn into model students when given something to do which they consider important. Students who previously caused trouble because they never quite understood what was going on, or because they hated sitting and listening to the teacher, are now too busy working to create a disturbance. Yet others who have always plodded along well enough with the group may suddenly realize the opportunity for freedom and take advantage of the situation until they are

counceled and given a deadline for finishing a packet. Discipline problems are minimized, sometimes eliminated altogether when students are involved in their own learning program and feel responsible for reaching their selected level of achievement. Many students, mediocre in a traditional lockstep class environment, reject minimal requirements in behavioral objectives and accept only optimum performance.

A discipline problem may exist within the teacher who has always maintained a controlled, orderly classroom. During individualized instruction when students are occupied with simultaneous activities, there is a noise factor to which the teacher must adjust. Learning is still taking place as students teach one another, argue a point in the foreign language, or practice a skit.

Facilities in the classroom: Space in the classroom is allocated according to function:

tables instead of traditional desk-seats
quiet area designated for silent student-independent study projects
shelves for resource materials, books, magazines easily accessible to students
storage of software: films, filmstrips, tapes easily accessible to students
storage of student folders, packets, test keys accessible to students
tables for small-group activities
area for large group activities as singing, role-playing, viewing films, and class activities
learing center of six carrels for audiovisuals

Hardware consists of tape-recorders, cassette recorders complete with headsets for listening and recording, filmstrip projectors, Language Master, where students may practice individually on speaking, listening, and recording the foreign language. The walls of the

classroom should be plastered with colorful posters depicting scenes from the foreign country. An attractive classroom with materials easily accessible motivates the student to pursue learning activities to mastery. A file cabinet or container for student folders should be centrally located where a student may check his progress and record his activities. (See Appendix D.)

Where and How to Begin: The teacher should begin individualization in a class where she feels most at ease, where rapport exists between instructor and learners, probably in a small advanced class. The first venture may be a unit on some aspect of the foreign culture or a packet designed for a short story or novel, limited to two or three weeks. As the teacher gains expertise in guiding groups and individuals, a personalized program may be expanded to other classes when other packets have been written or exchanged with other teachers.

Individualization should be delayed for six to eight weeks in beginning classes where students must learn the sound system of the second language. This is a critical period in language learning when students must be trained to hear and say differences between minimal pairs, such as: vous, vu, in French, pero and perro in Spanish, or gute and güte in German. Articulation, pronunciation, and intonation patterns are being learned through choral repetition modeled by the teacher or tape. Also, these weeks of activities as a whole class give students an opportunity to become acquainted with one another. This develops a cohesive spirit later conducive to cooperation in small-group activities, an integral part of individualization of foreign language instruction.

Record Keeping: Each student is given a manila folder for recording grades, keeping papers, worksheets, and checklists of objectives for his current packet. As the student completes an objective, the teacher checks it off and the student preceeds to another objective. Folders are kept in a file easily accessible to students who may refer to them at any time. Grades of master tests are recorded both in the student folders and in the teacher's record book. For quick appraisal of student activities in the classroom, master tests are color coded; other components of the packet may also be color coded so that the teacher may know immediately what activitiy each student is pursuing.

Evaluation and Grading: A student self-tests when he wants to see how he is progressing. The test may be included in the packet or the student may find it in a test file with the answer-key. If he is not satisfied with his score, he continues to complete learning activities suggested in the FLLAP. When he feels that he has attained the standard of achievement specified in behavioral objectives, he asks the teacher for a mastery test. The teacher checks the test and records the grade in the student's folder. Other tests may be given after several FLLAP's have been finished as reinforcement and re-assessment of learning, completing individual student testing.

Oral tests may be given to students individually or to small groups, either by tapes or by the teacher. Listening tests may be taken from tapes; speaking tests may be recorded for evaluation by the teacher or may be assessed in small-group interaction as the teacher keeps a record of student participation in discussions or

or question-answer sessions. (See Appendix B for examples of listening tests.) Tests may be taken as many times as the student wishes, and every student may make an A.

The final grade depends on the average of the tests, on the quality of work submitted, on work habits, participation in group and class discussions, and on the independent projects. Most classes are scheduled in the traditional five-period day, and a specified amount of subject matter must be covered for each level of foreign language study for credit; therefore, as in a traditional curriculum, the student does not receive a grade until all required work has been completed, at least to the minimum standard, for a grade of C.

Writing a FLLAP

The Foreign Language Learning Activity Packet (FLLAP) is not an approach nor a method of instruction, rather an organization of instruction, a managerial system that guides a student through the learning process to the achievement of foreign language goals. Substituting neither for the textbook nor for the teacher, the learning packet is a schematic presentation of materials and activities that adjusts subject matter to the interest and abilities of the individual student. The FLLAP utilizes the multiskills approach, called code-cognitive, in which the four communicative skills are taught concurrently: audio, lingual, visual, and graphic. Thus a FLLAP provides activities for teaching all skills to the success criteria prescribed in behavioral objectives. For the superior student who wants to surpass minimal standards, to synthesize knowledge and comprehension

acquired in skill-getting instruction, the FLLAP suggests projects for independent study.

Preparation: The FLLAP must inform the student how he is to pursue a study to reach the standard of achievement specified in behavioral objectives. The writer of a packet must answer the following questions in order to let the learner know what and why he is learning the material.

Rational: Why?
Behavioral objectives: What?
Resources: With what?
Activities: How?
Schedule: When?
Pretest (advanced classes): Is it needed?
Feedback: Did it work?

Scope and sequence: A scope and sequence, written to define what is to be learned, lists concepts of the basic textbook. A unit in the textbook may require several FLLAP's, subject to the discretion of the teacher and to the organization of the textbook. A FLLAP covers only one concept. If the text introduces several unrelated concepts within one unit, a FLLAP should be written to teach each concept aurally, orally, visually and graphically. Since language learning is sequential, in that a student progresses from a single concept to more sophisticated control of the target language, a student may not work on FLLA",s at random. In a school year, a student may progress through a possible minimum of twenty-five FLLAP's required to get credit in the course. The superior student may enrich his program by selecting supplementary FLLAP's outside the scope of the textbook, such as listening to commercial tapes, working with sound filmstrips, or outside reading short stories and novels, according to the level of his ability.

Cover: The cover must be attractive to stimulate the interest of a student and intrigue him to the point of initiating his own learning program. Cartoons and pictures that enliven the page of a packet in some measure compensate the absence of social relationship during the time when an individual works alone.

Components of a FLLAP

A learning activity packet, adapted for the acquisition of skills in using a foreign language, is composed of the following components:

rationale
behavioral objectives
materials to be used
required activities
optional activities
self-test
independent project
mastery test

Outline of a Textbook-Based FLLAP

I. An attractive cover

II. Title of FLLAP

III. Rationale

In this unit you will learn to use _____ tense and vocabulary in relation to _____.

IV. You will use the following materials:

a. textbook, pages _____
b. tapes _____, _____
c. filmstrip _____
d. transparencies # _____ and # _____
e. slide program _____
f. film for cultural awareness _____

V. Behavioral Objectives

Upon completion of this packet, you will be able to:

1.
2.

3.
4.
to a minimal performance standard of 80%.

VI. Time limit - self-pacing within a minimal time limit.

VII. Required activities and optional activities

1. Listen _____
2. Answer _____
3. Write _____
4. Read _____
5. Practice with a peer _____
6. Participate in a group _____

VIII. Self-testing and self-grading

IX. Optional activities (do one)

1. Individual study project
2. Research cultural aspect
3. Plan presentation to group or class

X. Mastery Testing - not included in packet

Teacher-made test based on objectives

XI. Class activities

1. Pattern practice in choral response
2. Discussion of foreign culture
3. Discussion of reading material
4. Viewing film
5. Singing songs or other large group activities

Rationale: The student in assuming responsibility for his learning program must know what and why he is learning material convered in the FLLAP. The rationale or purpose tells the student what he is to learn and why he is to learn it and how the knowledge gained will benefit him using a foreign language. (See Appendix A, page)

Behavioral Objectives: The student must know what performance he is expected to be able to do as the result of the instruction he receives.

Behavioral objectives tell the student what he will do, under what conditions, to what level of mastery, using what time limit. (For example see Appendix E, page .)

Materials and Resources: With what resources is the student to acquire the knowledge and skill to reach the objectives of the FLLAP? Does the student learn from a teacher presentation or from the written word?

Suggested Resources:

A. Teacher presentation

B. Written word

1. textbook
2. workbook
3. handouts
    a. explanations
    b. drill sheets
4. other books
5. periodicals

C. Audio tapes

D. Filmstrips

E. Films

F. Group discussion

G. Laboratory experience

H. Teacher-pupil conference

Activities: Learning procedures are divided into those that are required and those that are optional. Precise instructions should be given for required learning of vocabulary and structural concepts.

If the student is studying reading skill, should the student take notes, summarize or outline what he has read? For writing, should he list ideas, answer questions, write exercises or fill in blanks? For study, should the learner read twice or memorize the material or verb ending? When the student goes to the laboratory or learning center, should he listen, repeat, or record his uttrances? When he participates in groups, should he listen, make a presentation, interact, or debate?

Optional activities permit a student to select an independent study project for enrichment, as he synthesizes skills and knowledge acquired. The student chooses to work alone or with a small group who have the same interest. Suggested activities are:

Optional activities: Different from required activities that teach skill getting, optional activities refine skills that a student needs or wants to perfect and permits him to use the foreign language, either in group activities or as an independent study project. Optional activities can consist of more listening to native speakers for hearing comprehension, of oral practice as the student repeats during pauses on tapes, or further reading of short stories, or writing a skit for presentation by a group to the whole class. Independent study project is an attempt to provide for individual differences by giving the student regardless of his ability or interest an exciting learning experience in a second language or a foreign culture. The student decides what he is interested in and uses that interest to gain knowledge and to exercise his creative and organizational powers. A method of self-development and personal growth, it involves choosing a problem of topic which has particular meaning for the student who chooses the

project, decides how he will investigate: alone, or with other students of similar interests, and formulates a procedure that he will follow: reading, interviewing, observation, experimenting, creating, and reports his progress either to the whole class, to the teacher, or to others who are interested. (See Appendix C for suggested activities.)

Self-test: The basic function of the self-test is to check the student's progress in achieving performances stated in behavioral objectives. The self-test is brief and may be oral, on a tape, or written in the FLLAP with an answer key to enable the student to check his progress and to correct wrong answers or responses. All questions are geared to determine to what extent the objectives have been achieved.

Mastery Test: When a student thinks that he has achieved behavioral objectives for a FLLAP, he asks the teacher for the mastery test that determines whether the student should re-cycle back through the FLLAP or preceed to another FLLAP. The teacher checks the mastery test and records the grade into the student's folder. Items of the mastery test are based on conditions and performance described in the behavioral objectives. 1. all students can make A, 2. students retake test as many times as wished. (For examples of mastery testing see Appendix B.)

Testing by the teacher may also be administered at a scheduled time, every four or five FLLAPs, to the whole class as a reinforcement as well as check on student progress.

Pre-test: A diagnostic pre-test may be given to advanced students to ascertain what subject matter is known and need not be restudied; thus,

permitting the student to continue to new material. Foreign language learning is individualized by certain areas:

self-directed
self-paced

Self-directed, in that a student has a choice of designing procedure: in which order does he learn best, listening, reading, seeing, or writing first? He chooses resources, and with whom he works. Self-paced, in that the student may proceed as fast as he wants then spends more time on optional activities and independent projects. The student who procrastinates and appears to be loitering in class can be assigned a deadline for finishing a FLLAP.

Foreign languages are not individualized in subject matters because fundamental skills and knowledge of structure are the foundation for free expression in a second language. Objectives are not individualized, even though students may choose which skill they wish to pursue to excellence. Standards of achievement are not individualized, for every student must attain the minimal in order to progress to another sequence or level. Success is not limited to the minimal, for a widge range of optional activities will enable superior students to reach their optimum standard of excellence in using a foreign language.

CHAPTER IV

SUMMARY, CONCLUSION, RECOMMENDATION

SUMMARY

An individualized instructional program in foreign language, modified to insure instruction in the oral communicative skills, is desirable in that the student is actively involved in the learning process. As long as an individualized curriculum does not dissolve into the learning of a foreign language through the medium of packets and workbooks, a personalized program that includes the social aspects of language learning through large-group and small-group activities challenges the student to meet the success criteria of behavioral objectives and to acquire a concommitant positive attitude toward language learning and toward a foreign culture.

CONCLUSION

Based upon the research data the author concluded:

1. An individualized instructional program can be successfully adapted within the confines of a traditional classroom by an enthusiastic teacher who does not allow the lack of expensive hardware to hamper efforts to involve students in assuming responsibility for their successful achievement of excellence in foreign language learning.
2. Students appreciate the opportunity to make decisions regarding their learning program and seek higher standards than those imposed by behavioral objectives.
3. Small group activities can be carried on in the traditional classroom, if the teacher and administrators are tolerant of a higher noise decible, which does not deter student learning, for they have learned

to "tune out" sounds which have no meaning for them.

4. Individualized instruction is not a panacea that eradicates all problems. There are disadvantages, and one of them is that it is work for the teacher until sufficient packets have been prepared to fill the needs of the individual student.

RECOMMENDATION

Based upon the conclusions, the author recommended:

1. The Corpus Christi Independent School District should encourage teachers of foreign languages to implement an individualized instructional program to increase the interest of students in second language learning.
2. In Level I classes, individualized study should begin after several weeks of instruction in oral skills and after students have acquired a knowledge of and some proficiency in articulating the sounds of the second language.
3. At least one day a week the class conviene as a unit for the study of cultural values of the foreign country and for the oral participation of students in whole-class discussions in the target language, for viewing of films, listening to student reports and to foreign citizens in the community.
4. Until a teacher has acquired expertise and confidence in assuming the role of guide and facilitor of learning, individualization should begin in one class, preferably an advanced class, and with one FLLAP so that students, too, may learn how to function in their new responsibility of selectivity.

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APPENDIX A

Terse Method

The purpose of this unit is to familiarize you with the correct usage of the indefinite articles un (uno) masculine and une (una) feminine, and to enable you to compose and say sentences utilizing the appropriate indefinite article.

Introductory Method Approach:

Your family is an integral part of your life. Just as you heard in the last unit how the Spaniard describes and tells about his friends, you will hear in this unit how he describes and tells about members of his family and relatives. All of us have the habit of bragging and complaining about our brothers, sisters, and parents. This unit will give you good practice in hearing how the Spanish person does this. You will find that he is no different than you are. Pay particular attention to how the Spanish language expresses and compares age.

Paris:

To think of France is to think first of Paris. The tourist seeing Europe in one week or traveling for three months, makes a point to stay at least one day in Paris. But Paris is not France, even as New York is not the United States.

Our tour of France should begin at Paris because it is the capital of France where governmental offices are located and where much of western civilication had its beginning. Paris is considered by many historians to be the cultural center of western civilization. Many new philosophical ideas were developed during "buzz" sessions as young Intellectuals "rapped" over coffee cups in little neighborhood cafes.

These revolutionary ideas crystalized into social concepts that were to change man's thinking about hinself, his role in society, and his relationship with his fellowman, ideas like democracy and the brotherhood of man.

Thus, it is appropriate that we begin our tour of France by sauntering along the streets of Paris. We thread our way through the maze of bird cages, stacked three deep, strewn haphazardly across the sidewalks, and chirping of thousands of birds almost drown out the roar of traffic, but we are unaware of either. A sense of history takes us back in time and we are gazing across the Seine to the turrets of the Concorgerie where, in a dark dungeon, we are holding the hand of Marie Antoinette awaiting in despair judgement by the committee, freedom or the guillotine.

FLLAP on France

> While you are learning to speak French, you probably ask yourself many questions: How do people live? What is their country like? Why do they have have such strange traditions? Why are French people so proud of their monuments, such as the Notre Dame of Paris, the aligned stones of Bretagne, the arena at Arles? You have heard of the Louvre and have wondered, "Why is it famous and where is it located"? In this packet you will find answers to these questions and to others. You will understand that water transportation is important to French economy, that barges carrying produce from one corner of France to another are as numerous as loaded trucks zipping along highways in the United States.
>
> The unit is written in English because at the beginning of language learning it is difficult to visualize in a foreign language. As you read any material, mental images like moving pictures flash across your mental vision. In vivid descriptive writing, where the writer wants you to be in the country, these visual images make you feel that you are right in the midst of the action. In this packet, you are in France. While reading about France, use your senses as well as your intellect. Imagine that you are a drop of water down the Loire River or that you are on a barge carrying bauxite chugging up the Rhone from Marseille on the Mediterranean to Strasbourg on the Rhine.
>
> France, now real to you, will become your second country. Then you will live in two worlds, in two culutes and your life will be richer for it.

APPENDIX B

MASTERY TESTING

Examples of format for testing which should be based on behavioral objectives. Mastery tests could be administered on each FLLAP of a unit, or delayed until the complete unit of the textbook has been completed. Usually a textbook containes several concepts and a cultural reading within one chapter or unit. Since a FLLAP is concerned with teaching only one concept, there will be several FLLAPs within one unit.

Oral Testing Based on Leccion I, Usted Y Yo

Given a series of questions and an answer sheet, containing four possible answers, the student will demonstrate his ability to comprehend spoken Spanish by correctly circling the letter for the answer to the question, which is read by the teacher or is presented on tape.

Teacher: Students hear:

1. ?Qué estación del año le gusta más? (See student answer sheet that follows this)
2. ?Cuál es el último mes del año?
3. ?Si hoy es jueves, que día es mañana?
4. ?Qué tiempo hace?
5. ?Vive Ud. cerca de la escuela?
6. ?Qué tiene Ud. en la mano?
7. ?Dónde trabajo Ud. al día?
8. ?De dónde es su padre?
9. ?En qué habitación están la mesa et las sillas?
10. ?Qué lengua estudian los alumnos en la escuela?

You will hear five statements and you will read four rejoinders on your answer sheet. Circle the letter corresponding to the most appropriate rejoinder:

Teacher: 1. !No ma gusta carne!

Students hear

2. No hay criada. La señora limpia la case y los niños trabajan.

3. Me hace el favor de contestar algunas preguntas.

4. Cuando hace calor, la professora abre las ventanas de la sala de classe.

5. La madre lee un cuento al niño.

Student Answer Sheet

Lección I

A series of questions will be read aloud. For each one, four answers will be given. Circle on your answer sheet the letter A, B, C, D, according to whether the most likely rejoinder is the first, second, third, or fourth one.

1. A. Es vestido.
   B. Es julio.
   C. Es el verano,
   D. Es manzana.

2. A. Es mi vecino.
   B. Es la primavera,
   C. Es avril,
   D. Es diciembre,

3. A. Es ogosto.
   B. Es viernes.
   C. Es enero,
   D. Es las Páscuas.

4. A. Hace mucho.
   B. Es calor.
   C. Me hace el favor,
   D. Hace frío,

5. A. Sí, bebo leche cuando lleuve.

   B. Sí, vivo en la misma calle.

   C. Sí, Mis padres viven in esta calle.

   D. Sí, los alumnos viven cerca de la escuela.

6. A. Tengo un lápiz.

   B. Tengo dos hermanos.

   C. Tengo diez y seis años.

   D. Tengo calor.

7. A. Trabajo en el centro.

   B. Trabajo en el verano,

   C. Trabajo en la carne,

   D. Trabajo con mis amigos.

8. A. El trabaja en une oficina.

   B. El es presidente del banco,

   C. El es de Texas.

   D. El se llama Enrique.

9. A. Están en la primavera.

   B. Están en le baño,

   C. Están en el comidor

   D. Están en julio,

10. A. Estudian en la biblioteca.

    B. Estudian mucho en las classes.

    C. Estudian sus libros y escriben las lecciones.

    D. Estudian el español en esta class.

II. Give the letter for the most logical response to the statement read.

1. It will be read only twice

   A. !Ah! Ud. come frutas, ?no?

   B. !Ah! Ud. tiene hermanos, ?no?

   C. !Ah! Ud. vive cerce de la escuela, ?no?

   D. !Ah! Ud. es ingeniero, ?no?

2. A. !Qué lástima! no gastan dinero.

   B. !Excellente! Ella es rica.

   C. ?Por qué no? Son estudiantes.

   D. ?Verdad? Sabe vivir.

3. A. No me gusta la historia.

   B. Con mucho gusto.

   C. No me gusta el govierno.

   D. Hace frío en el invierno.

4. A. Me gusta mucho, especialmente en el verano.

   B. !Que lástima! Elle es pobre, ?no?

   C. No me gusta hacer favores.

   D. Ellos abren sus libros.

5. A. !Es una historia de México?

   B. No me gusta leer.

   C. ?Cuantos niños hay en México?

   D. !Qué lástima! ¿Llueve?

III. Complete the sentence with the correct word. Write or circle letter of appropriate answer.

1. A. cuidad
   B. naranja
   C. lengua
   D. país

2. A. en el baño
   B. en el invierno
   C. en la calle
   D. en la cocina

3. A. a la izquierda
   B. a la primavera
   C. a la iglesia
   D. a la señora

4. A. grandes
   B. hermosas
   C. hermanas
   D. pequeñas

5. A. lee
   B. trabaja
   C. hace
   D. vende

Imperfect of Être

Fenêtres Sur La France

Skill		Behavioral Objectives
Hearing Comprehension	I-A	. Given orally ten sentences using the present and imperfect of the verb être, you will indicate on your answer sheet whether the verb you hear is in the present or imperfect tense correctly in seven instances.
Speaking	I-B	. Hearing ten sentences in the present tense, you will transpose the verb être into the imperfect tense correctly in seven instances.
Reading	I-C	. Given ten questions written in either the present or imperfect of être you will indicate on your answer sheet the correct tense in seven instances.
Writing	I-D	. Given ten sentences, either in present or imperfect tense orally, you will be able to transpose the verb être into the tense not given in seven instances.

Test items on following pages

Listening Comprehension

Mastery Test for Objective I-A

Voice on cassette or tape: You will hear ten sentences either in the present or imperfect tense of the verb être. You will identify which tense is used: present or imperfect. Indicate the correct answer by writing P for present and I for imperfect tense. Number your answer sheet to ten.

1. Sommes-nous à l' école?
2. Où était-elle l'année dernière?
3. Où étiez-vous hier à six heures?
4. Cet exercise est-il difficile?
5. A six heures, j' étais à la maison.
6. Le professeur était en retard à la classe.
7. Hier tous les étudiants étaient presents.
8. Je ne suis pas fatigué aujourd'hui.
9. Etions-nous en classe au mois d'août?
10. Jean-Paul est brun et amusant.

Speaking

Mastery Test for Objective I-B

Ask the teacher to listen to your responses on the speaking test. You will hear on tape, or your teacher will read, the models of ten sentences in the present tense of être. You will transpose the sentences into the imperfect tense.

1. Nous sommes à l'école.
2. Vous êtes à la maison.
3. La classe de français est facile.
4. Les étudiants sont ici.
5. Vous êtes triste le jour de la rentrée.
6. Comment sont vos amis?
7. Jean Paul est malade.
8. Je suis très fatigué.
9. Nous ne sommes pas à l'école.
10. Vous n' êtes pas en classe.

Reading

Mastery Test for Objective I-C

You will read ten sentences written below in either the present or imperfect tense. Indicate the tense on your answer sheet by writing P for present tense and I for imperfect.

1. Comment est la cuisine de la cantine cette année?
2. Nous étions tous tres sages, l' année dernière, n'est-ce pas?
3. Jean-Paul et Marie-Ange étaient-ils avec moi à la plage?
4. Où étiez-vous à six heures?
5. Comment était l'examen de français?
6. Pourquoi n'étes-vous pas au concert avec nous?
7. Où sont-ils quand il pleut?
8. Le ciel était-il bleu dimanche?
9. Etes-vous toujours chic et gentille?
10. Est-ce que je suis bavarde comme Jean-Paul?

Writing

Mastery Test for Objective I-D

You will hear ten sentences either in the present or imperfect of être. Write the verb in the tense which you did not hear. Number your answer sheet to ten.

1. Dimanche, j'étais à la plage.
2. Au mois d'août, nous étions en vacances.
3. Je ne suis pas blonde y amusant.
4. Marie-Ange est blonde y jolie.
5. Nous étions tous très sages l'année dernière.
6. Vous étiez content pendant les vacances.
7. Mes vacances sont toujours excellentes.
8. Nous ne sommes pas contents de notre note de français.
9. Le professeur était très gentil.
10. Quel est le titre de votre livre de français?

APPENDIX C

An Independent Study Project Activity

Rationale: After you have completed a FLLAP, you may want to pursue some phase of the study into greater depth. You will indicate the manner in which you will accomplish your task, the date of completion, and the method you wish to be used in grading your work. Following approval by the instructor, the student will pursue his/her work to be presented to the class, teacher, or group, or to be turned in on, or prior to the date specified and to be graded as specified by the student.

This project is proposed by: _____

for the course _____. Study is

_____ approved _____ disapproved

(look at section(s) _____.

1. Explain what you want to do--what do you want to learn more about?

2. How does your study relate to this course or to the unit being studied?

3. Give the approximate amount of time needed for completion and the date of completion.

4. How do you plan to accomplish this learning? Identify the specific resources you plan to use. Below is a list which may give you ideas:

a. read books and magazines	d. hear records	g. listen to tapes
b. use workbooks	e. simulate	h. _____
c. view films, filmstrips	f. interview	i. _____

5. How will you indicate to others what you have learned? There are many ways to demonstrate learning, here are a few suggestions:

a. Classify	e. Describe	i. Experiment
b. Compare	f. Design	j. List
c. Define	g. Discuss	k. Measure
d. Demonstrate	h. Evaluate	l. Memorize
m. Outline	q. Write	
n. Report	r. Slide and cassette presentation	
o. Speak	s. other	
p. Teach	t. _____	

6. How do you wish this activity to be evaluated and graded? Some suggestions:

   a. I can demonstrate what I have learned

   b. I used the specific resources I identified in section 4

   c. My bibliography is complete

   d. The content

   e. It is an innovative idea

   f. It is well written, neat, and shows good English usage

   g. Instructors subjective grade

   h. Other

   i. _____

   j. _____

You should indicate how much weight each item should have in arriving at a total grade for this individualized project. When the project is approved, the topic, date of completion, and criteria for evaluation are defined.

Required Activities

Make a selection of one of the Assignment I choices to help you meet the objectives in this packet. You may begin with an objective, whichever method is better for you: reading first, speaking first, writing first, or learning first. If you have any difficulty, your teacher will assist you. Make a check mark in the margin of your choice.

Objective I-A)
I-B) Listening Comprehension. Choose one activity.

1. Read the explanation for forming the imperfect of être, page 3 of your text, then close your book, and listen to Tape I, Exercises I, II, III. After you have listened, go back and listen again, or repeating in the pauses. If you have difficulty, open your text to page 4 and read while you listen to tape. Practice each exercise until you can answer readily. Make your prounciation as nearly like the tape as possible.
2. Work with a partner who will read the sentences to which you will give correct answers. Then you will model sentences for your partner.
3. Drill in chorus with the teacher or tape in a small group until you feel you can speak using the imperfect of etre.

Objective I-B Speaking Choose one activity

1. With a group of two or three other students, practice the drills on page 4, then using drills, substitute other nouns for those given in text: such as text: aujourdhui, c'est la rentrée

   you: Hier, c'était la rentrée

   other: Hier, c'était lundi.

   Make up your own drills using the format of exercises I, II, III.

2. Repeat after the speaker on Tape I, alone or with a group, exercises I, II, III, page 4.

Objective I-C Reading Choose one activity

1. Read the sentences aloud with good pronunciation
2. Record your reading on a special tape
3. Read the sentences aloud to a partner who will check your pronunciation as he listens without looking at textbook.

Optional Activities

Independent Project

Select one Activity:

1. Write or tell a story from a picture, a transparency, or an advertisement using the imperfect of être.
2. Write a poem or a dialog between two people to present to the class or to your group
3. Tell or write dialogs to a comic strip using the imperfect of être.
4. Other project you wish to demonstrate your use of French and of être in the imperfect
5. Listen to the tape: French Elf.
   Listen to the tape as many times as it takes for you to understand what the speaker is saying. Then give a summary of the taped story to your group, teacher, or class.

Required: Know the meaning of all words--look them up in a dictionary. Memorize the meaning of words you do not know. Keep a list of words new to you.

Objective I-D

Required: Write exercises III page 4, and IV, V page 5. Work with partner to check errors that need correcting.

Optional:

1. Write one of the exercises from dictation read by a student or the teacher. Check your spelling with textbook.
2. Write ten original sentences using imperfect tense and have teacher check for spelling and correct usage.
3. Write ten original sentences using either imperfect or present tense and have a partner or member of a group substitute the tense not used. After you have completed activities, ask teacher for the mastery test.

Check your answers against the Key and give yourself a grade which you will enter on your check sheet. If you did not reach the standard set, re-practice the exercises or ask your teacher for additional material.

If you can use etre in the imperfect tense, ask your teacher for the next FLLAP.

Optional Activities

Each student prepares three to five questions about families, friends, likes and dislikes, recreational activities, or content of the dialog or story. Questions are compiled into a questionnaire, and "interviewers" or "censustakers" poll students in groups of four or five. Student responses may be recorded and tabulated with the results announced to the class? (This group activity may be used in connection with Unit I of Usted y Yo.)

Each group is shown a visual (picture, transparency, scene from filmstrip) for which they must make up an appropriate story which is developed from contributions of group members. Stories are presented to the entire class as a listening comprehension activity.

Skits are presented to group members or to the entire class, representing conflicts between students or parents and children. Students write out ideas for skits on file cards, and each group draws a card, chooses roles, prepare their thoughts, then act out the situation.

Individual or Group Activities

Pursuade your teacher to let you do something

Act out a situation in which you display a particular emotion: anger, joy, frustration, impatience.

Watch a film clip of an incident and describe it from the point of view of those involved.

You have lost your lunch money and ask to borrow some from a friend.

You see a beautiful blonde descend from the plane that you are just boarding. You have time just to get her address, phone number and name before the plane takes off.

Another motorist ran into your car. Show how you would take to the other driver; explain the accident to the policeman, and describe the invident to your friends.

Act out various situations in which apologies must be given to different people (a younger brother, your best girl- or boy-friend, your principal, your rival for a girl or boy.)

Recite a poem you have memorized

Present your plan for studying the patterns of living in the foreign culture

Play a given role in a simulated foreign culture situation (use of tu and usted) (tu and vous) (du and Sie)

Describe a magazine picture or advertisement in the target language

Narrate the action in a sequence of pictures

Interview a friend

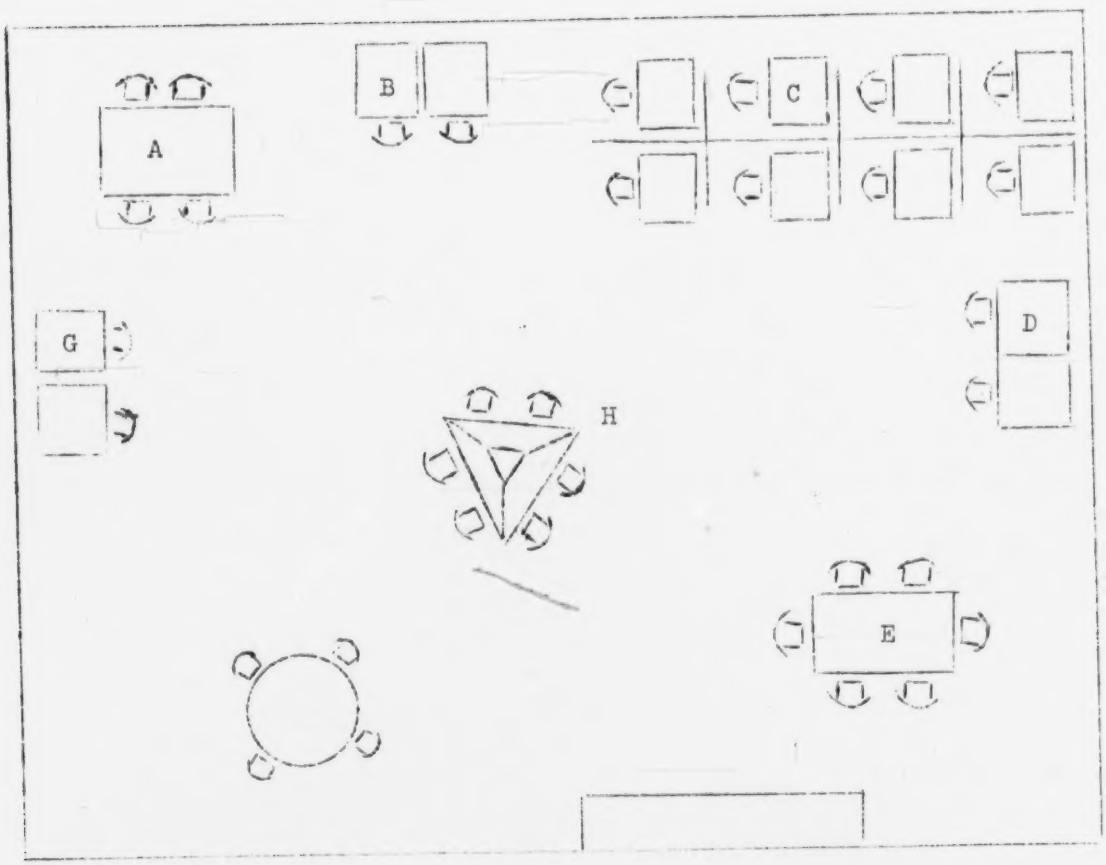
Present a skit in which you give hotel, train, or plane directions to a foreign visitor

Explain how to do something

Persuade your parents to allow you to do something: drive the car, travel abroad, get a job, stay out late.

APPENDIX D

Facilities in a Classroom for Individualized Instruction



ORGANIZATION OF SELF_CONTAINED CLASSROOM FOR THE INDIVIDUALIZATION OF INSTRUCTION

A. Independent study project

B. Peer teaching-study partners

C. Learning center (Audiovisuals)

D. Paired Partners

E. Small group work

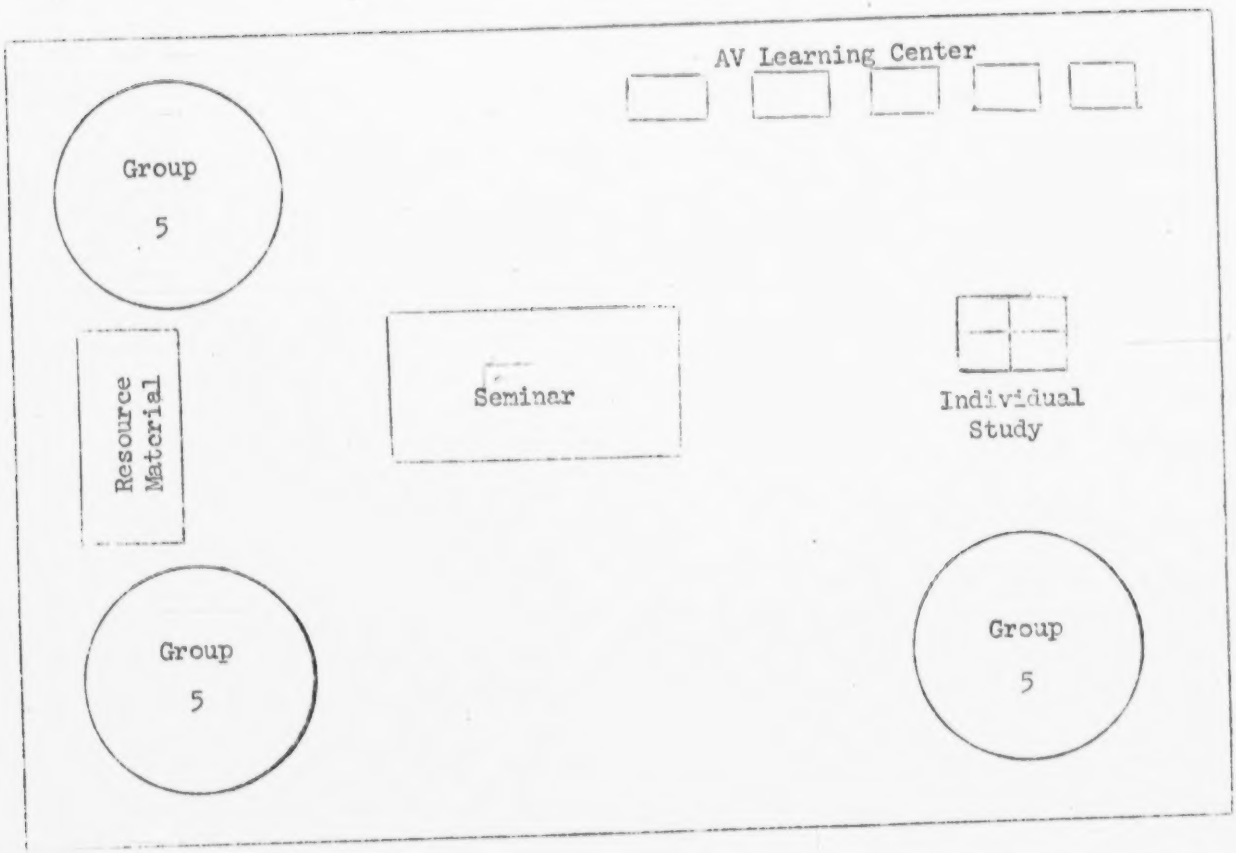
F. Work-together independent study project

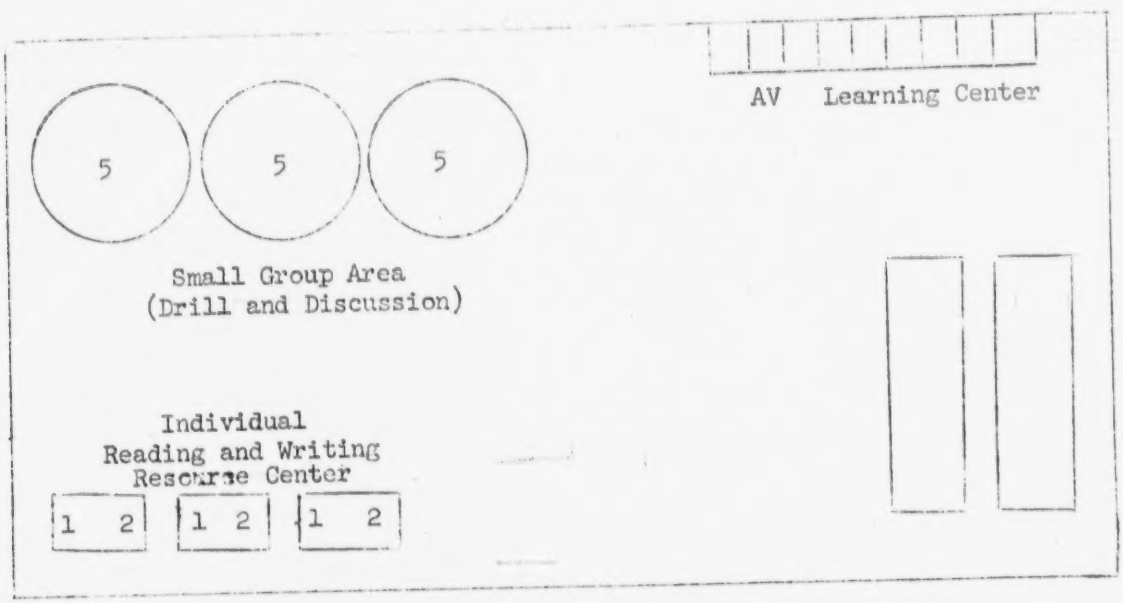
G. Paired partners

H. Discussion group

Facilities

Space Arrangement in a Classroom





APPENDIX E

Examples of Behavioral Objectives
with Test Items

Listening Comprehension:

I. Given orally ten incomplete sentences, each followed by four possible completions, the student will choose the correct answer for each sentence by writing A, B, C, or D on his answer sheet. He must correctly answer seven out of ten sentences.

Test Items:

You will hear ten incomplete sentences, each followed by four possible completions. You are to write A, B, C, or D according to which is the correct word. The sentences will be read twice; possible answers, one time.

1. Mexico es un _____ pobre en la economía.

   A. ciudad

   B. naranja

   C. lengua

   D. país

2. La señora del Paso toma café en _____.

   A. el baño

   B. el inviero

   C. una calle

   D. la cocina

3. La señora Campos vive _____ en la calle del editor.

   A. a la primavera

   B. a la izquierda

C. a la iglesia

D. a la naranja

II. Given a visual and hearing ten questions based on the scene depicted followed by four possible answers, the student can correctly answer seven out of ten questions.

Test items:

You have a picture (visual on transparency or picture) of a family eating a meal in the dining room. Ten questions will be asked on the picture followed by four possible correct answers. Write on your answer sheet the letter corresponding to the correct choice, A, B, C, or D.

1. ?Dónde está la familia?

   A. Está en la cocina.

   B. Está en el dormitoria.

   C. Está en el comidor.

   D. Está en la escuela.

2. ?Qué tiene el padre en la mano?

   A. Tiene un vaso de leche.

   B. Tiene algunas frutas.

   C. Tiene una taza de café.

   D. Tiene un cuchillo en la mano.

3. You have a picture before you of a family eating a meal in the dining room. You will hear ten sentences based on the picture. Write Falso or verdad if the statement is true or false.

1. El chico tiene un cuchillo sobre el plato.
2. El perro come pan también,
3. La madre lleva una carbona de fruta,
4. La familia come el desayuno.

4. You will hear a question read twice. On your paper are four possible answers. Circle the letter on your answer sheet of the most appropriate answer.

1. Teacher: Où est M. Martin?

   Student answer sheet contains:

   A. Il est bleu.
   B. Il est M. Martin.
   C. Elle est près de la fenêtre.
   D. Il est derrière le bureau.

2. Teacher: Quel jour est-ce aujourd'hui?

   Student answer sheet:

   A. C'est lundi.
   B. C'est janvier.
   C. C'est mon père.
   D. C'est le printemps.

III. Hearing orally an answer to four questions, the student will be able to select the correct question for the given answer in seven out of ten instances.

Test Items:

Four questions are written on your answer sheet. You will hear an answer to one of the questions. Circle the letter

corresponding to the question for the answer that you hear.

Example: (Teacher: Oui, j'ai faim.)

Student answer sheet:

A. Quel heure est-il?

B. Avez-vous un frère?

C. Voulez-vous manger?

D. Avez-vous de l'argent?

1. Teacher or tape: Il fait du soleil.

Student answer sheet:

A. Quel temps fait-il?

B. Quel jour est-ce aujourd'hui?

C. Quelle heure est-il?

D. Est-ce votre frère?

2. Teacher or tape: Ce sont juin, juillet, août.

Student answer sheet:

A. Quels sont les jours de la semaine?

B. Quels sont les mois de l'été?

C. Quels sont les mois de l'année?

D. Quel est le premier mois de l'année.

IV. The student listens first to a conversation and then to a series of statements concerning its content. He indicates on an answer sheet which statements describe the content of the conversation.

V. The student looks at a picture and listens while the teacher or tape makes several statements suggesting events of which only one may logically have preceded or caused the situation shown in the picture.

The student indicates in seven out of ten instances which is the logical statement.

Speaking Skills:

1. The student looks at a series of sketches depicting a sequence of events in a specific situation. He then tells a short story describing these events.
2. After viewing a film that shows preparations of a family about to go on a vacation, the student can relate to the class the sequence of major events portrayed.
3. Given orally five basic greetings and farewells, the student will imitate what he has heard.
4. Given a person-number substitution drill on the verb estar, the student will restate with 70% minimal accuracy, the pattern sentence, performing the proper changes.
5. Given the oral replacement drills of materials taught, the student will restate the correct pattern performing the necessary changes. Minimal degree of success 70%.
6. Given questions dealing with weather, numbers, and direction, the student will answer them orally within a time limit designated by the teacher.
7. Given the directed dialogs of materials taught, the student will respond according to directions given.
8. Given a verbal cue on weather situations such as "frío," "froid," or "kalt," the student will ask a pertinent question within a time limit designated by the teacher.

9. Given a series of short questions based on material studied, the student can answer correctly in immediate response with one or two words in seven out of ten instances.

   Test-Items:

   You will hear a series of short, simple questions. Answer each question orally using one or two words.

1.	?Adónde va ella?	Va allí.
2.	"Con quién está él?	Con Susana.
3.	?Dónde está Raul?	En el carro.
4.	?Está la olla allí?	No, no está.
5.	?Cuándo llega?	Ahora.

10. Given a list of words containing the main sounds emphasized in the unit, the student will correctly pronounce or write each sound.

11. Given a list of aural couplets in English and Spanish (tan/tan; tu-two), the student will distinguish the English word from the Spanish word by marking a check on a prepared checklist.

12. Given orally pairs of words in which the sounds already taught are present, the student will mark down the written words on his answer sheet, matching by means of a line, the pair of words heard. The student will hear: caro - corro, etc.

caro - alla	ere - erre
aya - corro	Sila - perro
Vila - villa	ela - silla
	pero - ella

Writing Skills:

1. The student will copy in the target language that which he has previously heard, spoken and read with 90% proficiency. Given lines from the dialogs taught, the student will copy each line with correct orthography and punctuation.
2. The student will write from dication the target language content which he has previously heard, spoken and read with 90% accuracy.

   Given a ditto or stencil with drawings corresponding to the meaning of the words already taught, the student will spell out the word corresponding to each drawing. 85% degree of success.

   Given a list of masculine nouns ending in "o," the student will change them to the femenine. 95% degree of success.

   Given a list of short, simple statements, the student will turn them into written questions using the appropriate question word and the correct word order.

   Given a narrative followed by a series of questions, the student will answer the questions according to the narrative with logical word order and acceptable spelling.

Culture Knowledge:

Given four teen-ages activities in the United States of American, the student will describe the similarity and/or differences to them in Mexico.